

**STRATEGIC SCHOOL PROFILE 2003-04**

**Greenwich School District**  
**LARRY LEVERETT, Superintendent**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

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**COMMUNITY DATA**

County: Fairfield	Public School Enrollment as a Percent of Town Population: 14.6%
2000 Population: 61,101	Public School Enrollment as % of Total Student Population: 69.2%
1990-2000 Population Growth: 4.6%	Percent of Adults without a High School Diploma in 2000: 8.5%
2000 Per Capita Income: \$74,346	Adult Education Enrollment in 2002-03 School Year: 314
Number of Public Schools: 15	Number of Adults Receiving Diplomas in 2002-03 School Yr.: 15
Number of Nonpublic Schools: 18	

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Education Reference Group (ERG): B    ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

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**DISTRICT NEED**

<b>Current and Past District Need</b>	<b>Year</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Students Eligible for Free/Reduced-Price Meals	2003-04	7.8	5.1	26.6
	2002-03	7.3	4.9	25.4
% of K-12 Students with Non-English Home Language	2003-04	16.7	6.8	12.4
	1998-99	15.2	6.1	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2003-04	92.8	93.6	88.9
	1998-99	91.5	90.5	86.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2003-04	97.1	90.8	76.4
	1998-99	91.9	87.8	72.0
% of Juniors and Seniors Working More Than 16 Hours Per Week	2003-04	25.9	20.2	23.0
	1998-99	19.0	24.6	31.3

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

<b>Enrollment</b>	
Grade Range	PK-12
Total January Enrollment	9,077
5-Year Oct. Enrollment Change	13.6%
Projected Oct. 2008 Enrollment	
Elementary	4,476
Middle School	2,138
High School	3,075
Prekindergarten, Other	137

<b>Race/Ethnicity (Jan.)</b>	<b>Number</b>	<b>Percent</b>
American Indian	7	0.1
Asian American	721	7.9
Black	212	2.3
Hispanic	1,058	11.7
White	7,079	78.0
Other	0	0.0
Total Minority 2003-04	1,998	22.0
Total Minority 1998-99	1,540	19.3

## EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

Greenwich is characterized by socioeconomic and demographic diversity. While per capita income is among the highest in Connecticut, 7.8% of the children enrolled in public school qualify for free or reduced price meals. 16.7% of the school population come from homes where English is not the dominant language. Minority students total 22.0% of the school population. Given this diversity, efforts to reduce racial, ethnic and economic isolation have focused primarily on bridging the gaps within the town rather than developing relationships with other communities.

The Greenwich school district provides many opportunities for interaction between students and schools, with diverse racial, ethnic and economic backgrounds. They include:

- The district's efforts to recruit minority staff have provided us with teachers of different races and ethnicity. We continue in this direction. In 1993-94, 3.2% of the certified staff in the Greenwich Public Schools was minority. For this school year, the percentage is 6.6%.
- Students in art classes in a middle school have joined with an adjacent school district that has a concentration of minority students from lower economic backgrounds to produce an award-winning art publication.
- Regular interaction between a local Japanese school and our middle schools has been successful and educational. Through projects and personal interaction, both groups have learned a great deal about each other.
- Many of our elementary schools celebrate the different races and cultures within our schools through special activities, such as United Nations Day when students share the cultures and customs of their native countries.
- An important event at the high school is Diversity Week. During this week, speakers of different nationalities and races speak to the students about their cultures and their handicaps.
- A number of clubs at the high school address diversity: Diversity Awareness Club, Amnesty International Club, Model UN Club, Gay/Straight Alliance, and Gender Equality Club.

In addition to the efforts noted above, the Greenwich Public Schools have established three elementary magnet schools in the past four years. The magnet school program is intended to redistribute the elementary population across the eleven elementary schools and reduce racial, ethnic and economic isolation.

## DISTRICT RESOURCES

### Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	728.7
Administrators	58.4
Library/Media Staff	22.0
Other Professionals	101.3
% Minority 2003-04	6.6
% Minority 1998-99	5.7
# Non-Certified Instructional	210.8

Average Class Size		District	ERG	State
Grade K	2003-04	19.1	19.2	18.7
	1998-99	18.5	19.3	18.6
Grade 2	2003-04	19.2	20.2	19.8
	1998-99	20.2	20.3	20.1
Grade 5	2003-04	21.5	22.2	21.4
	1998-99	21.6	21.5	21.5
Grade 7	2003-04	20.5	21.4	21.6
	1998-99	20.3	21.3	21.7
High School	2003-04	21.6	20.5	20.3
	1998-99	20.5	20.7	19.9

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	11.8	12.9	13.5
% with Master's Degree or Above	88.1	81.8	78.6
% Trained as Mentors, Assessors, or Cooperating Teachers	22.7	29.2	26.6

**DISTRICT RESOURCES, continued**

<b>Total Hours of Instruction Per Yr.*</b>	<b>Dist</b>	<b>ERG</b>	<b>State</b>
Elementary	943	984	984
Middle School	1,052	1,018	1,014
High School	1,027	991	1,000

\*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

<b>Resource Ratios</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Students Per Academic Computer	2.6	3.9	3.7
Students Per Teacher	12.5	14.1	13.8
Teachers Per Administrator	12.5	14.2	14.0

**STUDENT PERFORMANCE**

<b>Physical Fitness</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% Passing All 4 Tests	47.6	43.0	34.6

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>District 2000-01</b>	<b>District 2003-04</b>	<b>ERG 2003-04</b>	<b>State 2003-04</b>
Grade 4 Reading	74	77.0	74.1	54.3
Writing	77	81.0	81.7	65.8
Mathematics	82	77.0	77.1	57.6
All Three Tests	62.4	64.7	62.9	42.3
Grade 6 Reading	78	76.2	79.8	61.9
Writing	75	76.1	78.4	62.2
Mathematics	69	73.5	79.6	62.0
All Three Tests	58.3	61.2	65.7	46.4
Grade 8 Reading	83	80.7	84.8	66.7
Writing	74	79.4	80.6	61.8
Mathematics	79	79.2	78.3	56.3
All Three Tests	66.3	65.0	67.7	45.7
Participation Rate	93.4	97.3	98.2	97.4



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

## STUDENT PERFORMANCE, continued

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.




<b>Conn. Academic Performance Test, 2<sup>nd</sup> Gen.</b> <b>% Grade 10 Meeting State Goal</b>	<b>District 2000-01</b>	<b>District 2003-04</b>	<b>ERG 2003-04</b>	<b>State 2003-04</b>
Reading Across the Disciplines	67	67.1	69.6	48.0
Writing Across the Disciplines	76	71.0	71.4	53.7
Mathematics	66	66.9	67.0	46.1
Science	62	56.5	66.1	47.4
All Four Tests	38.8	44.3	45.7	27.7
Participation Rate	84.4	98.6	98.7	96.9



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<b>SAT<sup>®</sup> I: Reasoning Test</b>	<b>Class of 1998</b>	<b>Class of 2003</b>		
	<b>District</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Graduates Tested	94.6	92.3	91.6	76.2
Mathematics: Average Score	539	571	546	508
Mathematics: % Scoring 600 or More	33.7	44.9	34.0	23.8
Verbal: Average Score	528	554	537	504
Verbal: % Scoring 600 or More	29.1	38.6	29.2	21.1

<b>Dropout Rates</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Cumulative Four-Year Rate for Class of 2003	3.1	3.6	9.5
2002-03 Annual Rate for Grades 9 through 12	0.8	0.9	2.1
1997-98 Annual Rate for Grades 9 through 12	1.7	1.5	3.5

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2003	480	90.1	90.6	80.3
	1998	427	89.1	89.2	76.7
 Employed or in Military	2003	35	6.6	7.0	15.7
	1998	43	9.0	8.1	17.8
 Unemployed	2003	11	2.1	0.3	1.1
	1998	10	2.1	0.4	2.0

## DISTRICT REVENUES/EXPENDITURES 2002-03

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

<b>Expenditures</b> All figures are unaudited.	<b>Total</b> <b>(in 1000s)</b>	<b>Expenditures Per Pupil</b>			
		<b>District</b>	<b>PK-12 Districts</b>	<b>ERG</b>	<b>State</b>
Instructional Staff and Services	\$73,885	\$8,232	\$6,046	\$5,758	\$6,036
Instructional Supplies and Equipment	\$3,664	\$408	\$249	\$232	\$252
Improvement of Instruction and Educational Media Services	\$6,467	\$721	\$386	\$462	\$376
Student Support Services	\$6,586	\$734	\$583	\$653	\$580
Administration and Support Services	\$13,333	\$1,486	\$1,051	\$1,090	\$1,061
Plant Operation and Maintenance	\$11,477	\$1,279	\$998	\$1,021	\$992
Transportation	\$3,602	\$371	\$468	\$420	\$470
Costs for Students Tuitioned Out	\$2,408	N/A	N/A	N/A	N/A
Other	\$550	\$61	\$120	\$126	\$117
<b>Total</b>	\$121,971	\$13,531	\$10,129	\$9,931	\$10,096
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$649	\$72	\$1,132	\$994	\$1,177
Adult Education	\$178	\$565	N/A	\$820	\$996

**Revenue Sources, % from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

<b>District Expenditures</b>	<b>Local Revenue</b>	<b>State Revenue</b>	<b>Federal Revenue</b>	<b>Tuition &amp; Other</b>
With School Construction	94.5	3.4	1.7	0.4
Without School Construction	95.1	2.8	1.7	0.4

**Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year.** Selected regular education expenditures exclude costs of special education and land, building, and debt service.

<b>Expenditures by Grade Level</b>	<b>District</b>		<b>ERG</b>		<b>State</b>	
	<b>Per Pupil</b>	<b>% Change</b>	<b>Per Pupil</b>	<b>% Change</b>	<b>Per Pupil</b>	<b>% Change</b>
Elementary and Middle						
Total	\$10,796	2.7	\$7,881	3.9	\$8,306	3.6
Salaries and Benefits	\$8,763	1.8	\$6,544	4.1	\$6,848	3.9
Supplies	\$580	14.6	\$423	9.9	\$431	1.4
Equipment	\$142	5.2	\$117	-9.3	\$125	-3.8
High School						
Total	\$10,960	3.2	\$9,714	6.2	\$9,192	3.3
Salaries and Benefits	\$8,854	2.3	\$7,901	6.7	\$7,406	3.7
Supplies	\$588	15.7	\$537	10.3	\$504	1.8
Equipment	\$144	5.9	\$139	-2.8	\$153	-11.6

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Staff and budget resources are allocated to schools on a per pupil basis using projected enrollments. Principals then develop a staffing and spending plan based on the unique needs of their buildings. Additional funds are available to Title I schools and may be requested by any administrator when special needs arise. A ten-year capital plan, which is reviewed and adjusted annually, ensures the maintenance of district facilities.

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**EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

The percentage of students performing at or above the goal in reading, writing and mathematics on the Connecticut Mastery Test has steadily increased over the last ten years with notable gains from 2001 to 2002 in fourth grade mathematics, reading and writing. The percentage of tenth grade students performing at or above goal on the Connecticut Academic Performance Test in tenth grade decreased from 2003 to 2004 in Science and Mathematics, increased in Reading and remained stable in Writing. The percentage of students tested increased from 96% to 99%. In response to a "leveling off" of improvement in scores over the last four years, the district has adopted a strategic direction of improving student achievement and closing gaps in achievement among students.

Greenwich students continued to perform above national norms and within expected ranges on the Stanford Achievement Test administered annually in grades three, five and seven. In 2003, students exceeded expected performance on reading and language in grade five and on reading and mathematics in grade seven.

The Degrees of Reading Power (DRP) test is a holistic measure of how well students understand the surface meaning of text. The surface comprehension measured by the DRP is a vital prerequisite to the development of analytical reading skills. Fall and spring administrations of the DRP allow the district to track student reading progress over time and identify students in need of assistance. Using the DRP as the assessment instrument, the Greenwich Public Schools sets goals for both reading growth and performance on the reading component of the Connecticut Mastery Test. In 2003-2004, district median reading growth met or exceeded the median reading growth of the national norm group in grades two through eight.

The Scholastic Assessment Test is a measure of developed verbal and mathematical abilities important for success in college. While this testing program is voluntary, generally over 90% of the senior class at Greenwich High School elects to participate. 88% of the members of the graduating class of 2003 took the SAT 1. The mean mathematics score increased three points from 571 in 2003 to 576 in 2004 and the mean verbal score increased five points from 554 in 2003 to 555 in 2004. The 2004 mean mathematics, verbal and total scores were the highest in the last fifteen years.

Strategic School Profiles may be viewed on the internet at [www.state.ct.us/sde](http://www.state.ct.us/sde). A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see [www.greenwichschools.org/](http://www.greenwichschools.org/)